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AUTHOR	Costa, Arthur L., Ed.
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ABSTRACT

The major purpose of this book is to rejuvenate the focus on thinking throughout the curriculum. This collection of 85 essays is intended to help educational leaders--teachers, administrators, curriculum workers, staff developers, and teacher educators--infuse curriculum, instruction, and school organization with practices that more fully develop the intellectual potentials of all the organizations' inhabitants. This third and expanded edition (only 10 percent of the material from previous editions was retained) is a compilation of research, practical applications, theory, and international perspectives and is rededicated to the development of a new focus of the pervasive intellect--thoughtful people in all walks of life, people who know how to live in a rational, humane, peaceful, and compassionate relationship with each other and with the environment. Two representative essays from each section are: Section I, The Need To Teach Thinking, "Making America Smarter: The Real Goal of School Reform" (Lauren B. Resnick) and "Thinking Skills for the Information Age" (LeRoy Hay); Section II, Thinking: Building Common Understandings, "Goals for a Critical Thinking Curriculum and Its Assessment" (Robert H. Ennis), and "Thinking Skills: Meanings and Models Revisited" (Barbara Z. Presseisen); Section III, Creating Thought-Full Environments, "Capitalizing on the Invisible Dimension of Organizational Learning" (Geoffrey Caine and Renate Nummela Caine) and "Thoughtful Parenting" (Dee Dickinson); Section IV, Our Changing Perspectives on Thinking, "Our Changing Perspective of Intelligence: Master Architects of the Intellect" (Robin Fogarty) and "Becoming a Constructivist Teacher" (Jacqueline Grennon Brooks and Martin G. Brooks); Section V, Human Variability and Thinking, "A Survey of Thinking and Learning Styles" (Armando Lozano) and "Thinking Styles" (Robert J. Sternberg); Section VI, Thinking across the Curriculum, "Developing a Scope and Sequence for Thinking Skills Instruction" (Barry K. Beyer) and "Teacher as 'Thought-Full' Designer" (Bena Kallick and Marian Leibowitz); Section VII, Thinking in School Subjects,

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"Mathematics: The Thinking Arena for Problem Solving" (Marcy Cook) and "Improving Thinking Abilities through Reading Instruction" (Cathy Collins Black); Section VIII, Techniques for Teaching Thinking, "Teaching for, of, and about Thinking" (Arthur L. Costa) and "Teacher Behaviors That Enable Student Thinking" (Arthur L. Costa); Section IX, Strategies for Teaching Thinking, "Dialogical and Dialectical Thinking" (Richard W. Paul) and "Concept Development" (Sydelle Seiger-Ehrenberg); Section X, Teaching Thinking through Technology, "Technology and Thinking: The Evolving Relationship" (James M. Wilson, III) and "Thinking in the Information Age" (Gary R. Morrison and Deborah L. Lowther); and Section XI, Assessing Growth in Thinking Abilities, "To Think or Not To Think: Thinking as Measured on State and National Assessments" (Elliott Asp) and "State Exams Flunk Test of Quality Thinking" (Monty Neill). A glossary of thinking terms, a self-evaluation checklist for teachers, a classroom observation checklist, a checklist for evaluating how "thoughtful" a school is, and a checklist for thinking skills programs are attached. A 92-item annotated list of recommended resources is also appended. (RS)

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